

INSPECTION REPORT

**Litton C. E. (Aided) Primary School
Litton. Buxton**

LEA area: Derbyshire

Unique Reference Number: 112886

Headteacher: Dr. M. Lydiat

Reporting inspector: Mr. S. M. O'Toole
20891

Dates of inspection: 14th – 16th December 1999

INFORMATION ABOUT THE SCHOOL

Type of school:	-	Primary
Type of control:	-	Voluntary Aided
Age range of pupils:	-	4 - 11
Gender of pupils:	-	Mixed
School address:	-	Litton Buxton Derbyshire SK17 8QU
Telephone number:	-	01298 871449
Fax number:	-	None
Appropriate authority:	-	The Governing Body
Name of chair of governors:	-	Canon M. Hulbert
Date of previous inspection:	-	March 1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr S. O'Toole, Registered Inspector	Design and technology Information and communication technology Areas of learning for children under five Mathematics History	Attainment and progress Teaching Leadership and management Attitudes, behaviour and personal development Efficiency of the school Pupils' spiritual, moral, social and cultural development
Mrs. S. Dixon, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents
Mr. G. Warner, Team inspector	Science Geography Music English Art Physical education Special educational needs	Curriculum and assessment Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- Standards are above average in English, mathematics and science by the end of both key stages.
- The pupils make good progress.
- Children under five make rapid progress; they settle quickly into school, and by the age of five attain levels which are above those expected for their age.
- Much of the teaching is good and it is particularly effective in Key Stage 1 and Reception.
- The pupils' very good behaviour, keen approach to learning and effective relationships are hallmarks of the school's success.
- There are very strong links with the community, and parents make an outstanding contribution to the school's work.

Where the school has weaknesses

- I. Planning, assessment and marking are inconsistent.
- II. The staff and governors do not focus sharply enough on strategic planning and monitoring of both teaching and learning is underdeveloped.
- III. The school does not have a suitable policy and procedures for child protection.

This is a good school which has more strengths than weaknesses. The weaknesses will form the basis of an action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made sufficient and satisfactory improvement since the previous inspection. Standards in writing have improved and the school makes limited and good use of published schemes. Suitable policies and schemes of work are in place. Teaching has improved and the curriculum is better than it was. The pupils' behaviour and attitudes are now very good and personal development is promoted well. Standards in English, mathematics and information and communication technology have improved. However, more needs to be done to ensure consistency in planning and assessment between the key stages to enable the pupils to make as much progress as possible. Presentation of work in Key Stage 2 remains unsatisfactory. There is insufficient monitoring of the teaching and learning by staff and governors. There are realistic targets to raise standards. The school has satisfactory capacity for further improvement.

Standards in subjects

The table shows the standards achieved by 11-year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	B	*	<i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
Mathematics	B	*	
Science	A	*	

- *The small number of pupils taking the tests is very small and does not provide sufficient data for useful comparison with similar schools*

The results of National Curriculum tests at the end of both key stages fluctuate due to variations in cohorts which are small. In 1999, the standards achieved at the end of Key Stage 2 in English and mathematics were above average and well above average in science. The proportion of pupils attaining the higher level 5 was above average in mathematics and science and average in English. At the end of Key Stage 1 standards in reading, writing and mathematics were very high, and among the top five per cent of schools. An above average proportion of pupils attained the higher level 3 in all subjects. Inspection evidence shows that by the end of both key stages attainment in English and science is above average. In mathematics, standards are above average by the end of Key Stage 1 and average by the time the pupils leave the school. By the time they are five the children attain levels which are above those expected for their age. They make good progress. Throughout the school, progress is good overall although the rate of progress is most rapid in Key Stage 1. Standards in information and communication technology are above average by the end of both key stages. Progress in both key stages is good in art, geography, history and music. It is satisfactory in design and technology and physical education.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Very good	Good
Mathematics	Very good	Very good	Satisfactory
Science	*	Good	Good
Information technology	*	Good	Good
Religious education	*	Not inspected	Not inspected
Other subjects	Good	Good	Good

* *These subjects do not apply to children under five.*

The teaching in the lessons seen was good overall. It is most effective in the teaching of children under five and in Key Stage 1. Of the lessons seen, 38 per cent were very good, 56 per cent were good, and six per cent were satisfactory. There was no unsatisfactory teaching although teaching in Key Stage 2 could be improved through more rigorous planning, the use of homework and greater attention to presentation. Insufficient use is made of marking to set targets which guide the pupils on how they might improve. The teaching of English is

consistently good and specialist teaching of this subject and music has a good impact on standards. Strengths in the teaching include the effective use of interesting resources and the support given by support staff and voluntary helpers.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Very good. The pupils are polite, well mannered and thoughtful towards each other. They make the school a pleasure to work in.
Attendance	The pupils enjoy coming to school. Their attendance is above average and is good. Punctuality is good.
Ethos*	Good. There is a friendly and purposeful atmosphere in the school. The pupils are keen learners and work hard. The school has a good focus on raising standards. Staff and governors work well together and are committed to improving the school's performance.
Leadership and management	Satisfactory. The school's aims and values are promoted well. The development plan lacks sufficient focus on strategic planning and governors are not sufficiently involved in monitoring outcomes. More needs to be done to monitor teaching and learning.
Curriculum	Good. The curriculum is interesting and well balanced. Under fives benefit from a stimulating curriculum. Literacy and numeracy receive good attention. Assessment is inconsistent and unsatisfactory.
Pupils with special educational needs	Good. The pupils have well focused individual education plans. Teachers plan to meet the pupils' needs in lessons. There is good support from all staff. Parents are actively involved in reviewing their children's progress.
Spiritual, moral, social & cultural development	Good. The school encourages the pupils to think about important issues and to take responsibility. Cultural understanding is promoted well through many interesting visits.
Staffing, resources and accommodation	The school has sufficient staff who work hard. The school is well equipped and the library and good number of computers contribute effectively to learning. There is no separate play area for children under five. During the inspection the school was being refurbished and the plans show that the accommodation will be significantly enhanced in the near future.
Value for money	The costs of educating the pupils are high when compared with other schools. The school adds much to the quality of education. The pupils make good progress and attain above average standards. The school provides satisfactory value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">●. The provision made for pupils with special educational needs●. Their involvement in the life of the school.●. The approachability of the staff.●. The way that the school deals with suggestions and complaints.●. The good standards achieved.●. The way that the school develops positive and caring attitudes.●. The good behaviour of their children.●. That the school is a purposeful place where the pupils enjoy coming.	<ul style="list-style-type: none">●. Parents would like more written

The inspection team agrees with the positive comments made by the parents and endorses in particular the view that the school is a caring and purposeful place. Insufficient information is provided about what is to be taught in Key Stage 2.

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KEY ISSUES FOR ACTION

In order to build on the improvement since the previous inspection and to ensure consistency between the key stages, the headteacher, staff and governors should:

Improve the effectiveness of planning by:

- Ensuring consistent use of assessment::
- Developing an effective marking policy and using it to guide pupils on how they might improve:
- Setting well focused targets for individual pupils:
- Following the good practice in Key Stage 1:
- Recording details of the pupils' progress and attainment and using the information effectively.

Paragraphs 17, 20, 25, 26, 40, 66, 73, 81 and 87

Improve the effectiveness in managing the school by:

- Setting sharply focused targets for improvement in the school development plan and evaluating the school's progress in meeting them:
- Monitoring and evaluating the teaching and learning. *
(* identified by the school).

Paragraphs 32, 40, 42, 48, 66, 73 and 81.

Take part in training in order to write a suitable policy and develop appropriate procedures for child protection.

Paragraphs 35 and 41.

In addition to the key issues above the governors should consider the inclusion of the following less significant weaknesses in the action plan.

- Improve handwriting skills in Key Stage 2: Paragraphs 6, 62, 63, 65 and 66.
- Provide better information for parents about what is to be taught and ensure that all requirements are met in the annual governors' report and school prospectus: Paragraph 37
- Provide more homework for mathematics in Key Stage 2: Paragraphs 17, 20 and 72
- Write a behaviour policy: Paragraph 32
- Improve the outdoor play area for under fives. Paragraph 58

1 INTRODUCTION

Characteristics of the school

2 Litton Church of England (Aided) Primary School is located in Derbyshire close to Tideswell. It is at the centre of the small village. Under half of the pupils live in the village and the remainder are from Buxton and other local villages. They come from a variety of backgrounds and their socio-economic circumstances are above average. The percentage of pupils eligible for free school meals (5.8 per cent) is below average. A total of 36 pupils attend the school, made up of 23 boys and 13 girls. The school is much smaller than other primary schools. Since the last inspection, the number of pupils attending the school has risen by over a half. No pupil has English as an additional language which is lower than found in most schools. There are five pupils on the school's register of special educational need (average) of which none has a statement of special educational need. About half of the pupils benefit from pre-school education. Most start school at the beginning of the school year in which they are five. Attainment on admission varies from year to year, due to the small cohorts, but is above the level expected of four-year-olds. At the time of the inspection, five children were under five and they were taught in the Reception/Key Stage 1 class. Since the previous inspection, the school has begun major improvements to the accommodation and the number of pupils attending the school has risen significantly. Attainment on admission to the school since the previous inspection. The school has set appropriate targets for improvement. These include raising levels of attainment in English and mathematics; the school is on course to meet its targets.

3 The school has clear aims which are included in the prospectus for parents. They are listed as follows:

- We aim to ensure that the academic, social, physical and spiritual needs of all of our children are met and fully developed.
- We provide a close, caring, community atmosphere in which everyone looks after everyone else, individual differences are accepted, and children's current performance is judged against their own previous best efforts.
- We set high standards in terms of behaviour; we expect most children to be reading quite fluently by the end of their time in the Infant classroom; and we encourage the children to become self-monitoring in relation to both their social behaviour and their attitudes to academic work.

1. The school has identified the following priorities:

- Extending support during the Literacy Hour:
- Introducing the National Numeracy Strategy:
- Implementation of ICT development plan:
- Using observation to monitor the quality of teaching and learning:
- Extending the building and using the facilities of new classroom and hall effectively.

1. Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	6	1	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6	6	6
	Girls	1	1	1
	Total	7	7	7
Percentage at NC Level 2 or above	School	100 (100)	100 (100)	100 (75)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6	6	6
	Girls	1	1	1
	Total	7	7	7
Percentage at NC Level 2 or above	School	100 (100)	100 (75)	100 (75)
	National	81 (80)	85 (84)	86 (85)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	5	2	7

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	5
	Girls	2	2	2
	Total	6	6	7
Percentage at NC Level 4 or above	School	86 (40)	86 (60)	100 (60)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	5
	Girls	2	2	2
	Total	6	6	7
Percentage at NC Level 4 or above	School	86 (100)	86 (100)	100 (100)
	National	68 (65)	69 (65)	75 (71)

Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year

		%
Authorised Absence	School	4.5
	National comparative data	5.7
Unauthorised Absence	School	0.5
	National comparative data	0.5

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	38
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

2. Few pupils each year take the National Curriculum tests at the end of both key stages and the results vary. Factors affecting performance in Key Stage 2 include the high percentage of boys in the cohorts, the varying levels of attainment on admission to the school and the proportion of pupils with special educational needs. However, for several years the standards attained by pupils at the end of Key Stage 1 have been consistently above average due to high levels of expertise in the teaching, effective assessment and rigorous planning. In 1999, the results of National Curriculum tests at the end of Key Stage 2 show that standards in English and mathematics are above average and in science they are well above average. Comparisons with similar schools are not valid due to the small cohort. An above average percentage of pupils attain the higher level 5 in mathematics and science and an average percentage reach this standard in English. Results at the end of Key Stage 1 are very high in reading, writing and mathematics and are among the top five per cent of schools, although comparisons with schools with similar intakes are not reliable. Almost three-quarters of pupils attain the higher level 3 in reading and all pupils attain this standard in mathematics. This represents good success for the school. Over a period of several years the standards at the end of Key Stage 1 have been consistently above average. Teacher assessments in science at the end of key stage 1 show that all pupils attain the average standard and about a third reach the higher level 3. Comparisons between boys and girls are unreliable as due to the very small percentage of girls in each cohort.
3. Attainment overall is above average by the end of both key stages and has improved since the previous inspection. Variations in inspection evidence and test results are due to yearly variations in the size of cohorts and fluctuations in the number of pupils with special educational needs. Inspection evidence shows that by the end of both key stages standards in English are above average. Pupils' skills in speaking and listening are above average. They speak clearly and distinctly to a variety of audiences. They listen well and show they have understood by following instructions carefully. The school places much emphasis on the teaching of reading and involves parents extensively in this. Skills such as building words from letter sounds, recognising words from the context of stories and using reference books and the library are taught well. Standards in reading by the end of Key Stage 1 are high and above average by the end of Key Stage 2. The school has responded well to the key issue in the previous report regarding extended writing. The effective use of the national Literacy Strategy and the additional time given to teaching writing has resulted in improved standards in both key stages. However, presentation skills and handwriting are not given sufficient emphasis in Key Stage 2 and this results in lack of pride in the pupils' work. Standards in writing are above average by the end of Key Stage 1 and average by the end of Key Stage 2. In history and science the pupils use their literacy skills well. They write interesting and accurate descriptions which include imaginative but precise vocabulary to enhance their work.
4. In mathematics standards by the end of Key Stage 2 are average but they are above average by the end of Key Stage 1. The introduction of a new scheme of work and the National Numeracy Strategy is helping to raise standards in mathematics. Areas of strength in mathematics in both key stages include basic number and the pupils' understanding of shape, space and measures. The pupils have a good knowledge of mathematical vocabulary. Weaknesses in both key stages are the use and interpretation of data. By the end of Key Stage 1, pupils confidently use mathematics in other subjects and use their

knowledge of number to solve problems. By the end of Key Stage 2, pupils solve simple problems but struggle with inverse operations and although their mental recall of number facts and multiplication tables is accurate they are rather slow in mental calculations. The pupils apply their numeracy skills well in science by producing good charts and graphs to present their work. They make effective use of number lines in their history lessons in Key Stage 1 and when making models in design and technology they measure accurately. In science, by the end of both key stages, standards are above average. The broad and rich curriculum and the extensive use of the conservation area and good quality resources support pupils' learning well. They have secure knowledge of scientific facts and are able to apply their knowledge effectively to devise experiments and make predictions. They make good use of precise scientific vocabulary and show above average understanding of life and living processes, physical forces and materials and their properties. By the end of both key stages, pupils attain levels which are above those expected for their age in information and communication technology. Particular strengths are in using computers in other subjects and using technology to communicate electronically.

5. Children start school with levels of knowledge and skill which are above those expected for four-year-olds. They make rapid and good progress due to high levels of expertise in the teaching and an imaginative curriculum. By the age of five the children are prepared well for the National Curriculum and attain levels beyond the Desirable Learning Outcomes in language and literacy, mathematics and knowledge and understanding of the world. Their creative and physical development is about average for their age. They make very good gains in their personal and social development and are keen and well motivated learners.
6. Overall the progress made by the pupils is good, although the rate of progress is sometimes very good in Key Stage 1. Progress is more rapid in Key Stage 1 due to the effective teaching which includes thorough planning, well focused assessment and the very good use of support staff and voluntary helpers. Progress for pupils with special educational needs is good in both key stages. These pupils benefit from good support and individual education plans which have clear targets. Attainment of pupils with special needs is below average across the curriculum but with a significant amount of average attainment in English. This is clearly indicated in the sample of work over time and in lesson observations. This good progress is made as a result of good levels of support from both teachers and support staff together with the different levels of work prepared for them. These factors combine to enhance the pupils' learning. Progress in English is good in both key stages. Much emphasis is given to improving reading and writing and the use of specialist teaching in Key Stage 2 for writing has a good impact. Speaking and listening skills are developed through the many opportunities to speak in a variety of contexts. Progress in mathematics is satisfactory overall and good in Key Stage 1. In science the pupils make good progress throughout the school and rapid gains in knowledge and understanding of scientific vocabulary and processes. Progress in ICT is good in both key stages.
7. In the other subjects there are no significant weaknesses but several strengths. Progress is good in art, geography, history, music and swimming. In design and technology and physical education pupils make satisfactory progress. The pupils sing with enthusiasm and considerable enjoyment and skill. The opportunity to take all pupils from Key Stage 2 to the swimming baths has a good impact on the development of skills and understanding of water safety. The pupils have a good understanding of history and geography; they research topics well using first hand experience and also design their own evidence base for local studies.

Attitudes, behaviour and personal development

8. The pupils' behaviour is very good; they are well-motivated learners and their positive attitudes and very good relationships contribute much to the quality of education at the school. Since the previous inspection the pupils' attitudes, behaviour and personal development have improved. The parents' very positive views about the school's orderliness and the pupils' response are justified by inspection evidence.
9. Children under five quickly gain in confidence and show interest and enthusiasm for learning. They are eager participants in all aspects of their work and particularly enjoy language and literacy and mathematics. In mathematics they are keen to answer questions and enjoy the competition of being the first to answer. They have an obvious fascination for stories and make rapid gains in using language effectively. They listen attentively and show a sense of concern and consideration for others. Their behaviour is very good illustrated through their polite and courteous response to each other and adults.
10. In both key stages, the pupils behave very well. They know the school's code of conduct and show respect for rules. In the playground they play together well allowing all to participate in games. There was no evidence of bullying seen and the pupils say that they get on well together and that they feel secure and safe in the school's caring environment. They respond well to the school's system of rewards. There has been one short-term exclusion. Older pupils show good levels of concern for the younger children. The pupils show much pride in their school; they look after resources and there is no evidence of graffiti or litter in the school's grounds. Relationships are a strength of the school. Each pupil feels valued and very much a part of school life. The pupils show respect for each other and show pleasure when they do well. For example, in an English lesson, in Key Stage 2, they listened well as their peers shared their work and expressed interest in and appreciation for the effective use of vocabulary. In Key Stage 1, there was spontaneous applause as the pupils identified correct answers in a mathematics lesson.
11. The pupils' personal development is good. They take their work seriously and during lessons stay on task and work at a good pace. They enjoy taking responsibility and show good levels of maturity when, for example, showing visitors around the school. They talk very confidently to adults and their pride in the school shines through as they describe the school's conservation work. The pupils are keen to be helpful; for example, they help with the organisation of the library and in other jobs around the school. They are trustworthy, honest and reliable and the teachers' confidence in the pupils is justified. Pupils with special educational needs have well developed personal and social skills. They take responsibility seriously and contribute effectively to the work of the school. When homework is given the pupils complete it on time. They also enjoy researching projects at home and bring their work to school to contribute to their topics.
12. In both key stages, the pupils' positive attitudes to their work helps to create a purposeful and vibrant school in which achievement and learning are valued. In English lessons the pupils enjoy the opportunities to discuss stories and to create imaginative and interesting writing. They take care with spelling and punctuation although in Key Stage 2 presentation of work is often unsatisfactory. In Key Stage 1, in music lessons there is a sense of excitement in the singing and a bubbling enthusiasm which contributes not only to enjoyment but also to promoting high standards. In mathematics in Key Stage 2, the pupils work quickly and accurately keenly finding different ways of solving problems and using their number skills to predict outcomes. The teachers' interest and good knowledge of history motivates the pupils. The pupils respond by producing work of good quality which includes good descriptive vocabulary and shows a good understanding of how communities can be changed through economic circumstances. In assembly the pupils listen attentively and show sensitive and caring attitudes.

Attendance

13. Levels of attendance are above national averages and are good and have a positive effect on progress. Parents keep the school informed of reasons for absences and these are often due to childhood illnesses. There are a number of absences which are due to holiday taking in term time. Pupils usually arrive at school in good time, registration is completed efficiently and assembly or the first lesson follows promptly. The administrative arrangements are satisfactory although not all unauthorised absences are correctly identified. Otherwise the school meets with statutory requirements. Although attendance for children under five is not statutory they enjoy coming to school and their attendance is good.

Quality of education provided

Teaching

14. The quality of teaching is good overall and in Key Stage 1 and under fives much of the teaching is very good. Of the lessons seen, 38 per cent were very good, 56 per cent were good, and six per cent were satisfactory. There was no unsatisfactory teaching although there are shortcomings in Key Stage 2 in planning, the use of homework and lack of attention to presentation. In both key stages insufficient use is made of marking to set targets which guide the pupils on how they might improve. The teaching of English is consistently good and the use of specialist skills in English and music has a beneficial effect on standards in those subjects. Strengths in the teaching include the effective use of interesting resources and the support given by support staff and voluntary helpers. The teaching of pupils with special educational needs is good and the work of the education care officer contributes effectively to the pupils' progress. Individual education plans include appropriate targets. Throughout the school, the teachers show an understanding of individual pupils' needs and relationships are good. Teaching has improved since the previous inspection.
15. The teaching of children under five is good overall with the teaching of language and literacy and mathematics being very good. The teacher manages the children very well in a class which includes pupils from Key Stage 1. There is a good balance between activities which allow the children to make choices, and adult directed tasks. For example, in information and communication technology, the teacher focuses on the direct teaching of skills and allows the children to experiment and make reasonable guesses about how far a programmable toy will travel. The teaching of reading is a real strength. The involvement of parents, the high quality of records and comments about how the children might improve contribute to rapid gains in learning. There is effective teaching of the sounds that letters make and also a good programme of developing children's knowledge of key words. The teaching of mathematics includes the good use of apparatus so that the children begin to understand through play how to count, order and use numbers. The teacher has a very good understanding of how young children learn and the excellent use made of support staff and voluntary helpers ensures that the children make as much progress as possible.
16. The teaching of pupils in Key Stage 1 is good and has many very good features. The positive and affirming style of discipline is used well to motivate the pupils to do their best. The teacher asks open-ended questions which get the pupils thinking and promote speaking and listening skills well. The pattern of teaching reading is developed from the work with the youngest children and the teacher provides good opportunities for the pupils to read quietly to adults and also to read aloud to an audience. Writing skills are taught well with consistent practice in forming letters accurately; the teacher has high expectations of performance and insists on good presentation. Many lessons include the effective use of resources and topics are brought to life through visits to the locality and beyond. The teacher has a particular strength in organising activities in the classroom which are matched to the different ages and abilities of the pupils. Much thought goes into the

planning which includes specific reference to the needs of pupils with special educational needs. Part of the success of the teaching is due to the thorough deployment of support staff who are given clear directions about what to do with the pupils. Homework is used well to promote reading skills although it is rare for pupils to have work in other subjects. The teacher keeps accurate records of the pupils' progress in some subjects and uses her knowledge of the pupils to plan work. Marking is accurate although insufficient use is made of targets to direct the pupils on how they might improve.

17. Most of the teaching in Key Stage 2 is good although the teaching of mathematics is satisfactory. In English, most of the teaching is planned according to the requirements of the National Literacy Strategy and this gives good structure to the lessons. The additional lessons for developing extended and creative writing are very effective with an insistence on good handwriting, attention to spelling and punctuation and the use of imaginative vocabulary. There are good and well paced introductions to mathematics lessons but the pace drops during the lesson and the teacher pays insufficient attention to the presentation of pupils' work. In science, the teacher has good subject knowledge and makes effective use of the school's resources to bring the subject to life. Pupils respond with enthusiasm to work in the conservation area and the teacher encourages research. In history and geography the teacher effectively promotes a real interest in the locality through the good use of maps, documents and visits. There are shortcomings in planning and insufficient attention is given to assessing the pupils' performance. Marking in English is good but in other subjects some work is not marked and insufficient guidance is given to raise standards. Homework is unsatisfactory as the pupils have few opportunities to extend their learning in mathematics and science.

The curriculum and assessment

18. The school provides a good curriculum which includes all subjects of the National Curriculum. There is a good curriculum for children under five that results in them making good progress in all of the appropriate areas of learning. The curriculum has improved since the previous inspection. Long term planning is better and the school has suitable policies and schemes of work for all subjects. The curriculum makes a good impact on pupils' attainment and progress, particularly in Key Stage 1. All pupils have equal access to the curriculum.
19. The school has a good and effective strategy for literacy which includes the National Literacy Strategy. Parents have been kept well informed of changes to the curriculum for English. A particular success in the teaching of reading is the effective involvement of parents. The school uses some of the time not allocated to the National Curriculum for additional lessons in writing. These are very successful. The National Numeracy Strategy has been satisfactorily introduced and is beginning to have an effect on standards. The other subjects receive appropriate time and emphasis and the school has worked hard to provide a good quality all-round education for its pupils which parents value. As part of the science curriculum the school teaches sex and drugs education satisfactorily.
20. The provision for pupils with special educational needs offers breadth, balance and relevance. It ensures that these pupils have similar curricular experiences as their peers and are able to take full advantage of them. There are suitable individual education plans that reflect the pupils' needs and the targets in them are shared with parents. The school provides additional good help for the pupils given by the education care officer.
21. The curriculum is made richer by the extensive range of out of school visits which are linked to subjects such as geography, history and science. Many visitors from the local community and from a wider area bring expertise to the teaching. For example, a poet worked with the pupils in writing and a local farmer shared knowledge of his work in the community. There are a few extra-curricular activities provided by the school but those that are make a

satisfactory contribution to pupils' personal and social development. Activities include the library club and occasional sporting activities.

22. Long term planning has improved through the provision of appropriate schemes of work based on national guidelines. However, in Key Stage 2 short term planning is unsatisfactory as insufficient attention is given to using assessment of previous learning to match work effectively. This results in hampering the rate of progress. The teacher of under fives and Key Stage 1 plans well and balances the demands of the National Curriculum with the areas of learning effectively. Topics are wide-ranging and used imaginatively to incorporate themes. The topic cycle is reviewed appropriately and has been adapted to keep the balance between subjects whilst providing good opportunities to extend pupils' literacy skills.
23. Insufficient improvement has been made since the previous inspection in using assessment. The procedures identified by the school are not followed consistently as little is done in Key Stage 2 to use assessment to plan work. Assessment of pupils' attainment in Key Stage 2 is poor. Records of progress in Key Stage 1 and in under fives are satisfactory but this is not the case further up the school. The school complies with testing at the end of both key stages and reports the results to parents. However, insufficient use is made of tests between the end of key stages to check on pupils' progress. Pupils with special educational needs are assessed regularly and correctly. Their individual education plans reflect the results of these assessments. Although there are variations between teacher assessments and test results these are due to lack of sufficient use of assessment data and the very small cohorts which are tested.

Pupils' spiritual, moral, social and cultural development

24. The school has built upon the previously satisfactory provision for the pupils' spiritual, moral, social and cultural development reported in the previous inspection. Collective worship complies with statutory requirements and there are good opportunities for the pupils to reflect on issues. The provision for the pupils' spiritual, moral, social and cultural development is good and makes a positive contribution to the pupils' personal development. Children under five benefit from the same good provision and the impact on their personal and social development is very good. All of these areas of development are appropriately covered as they are for all pupils in the school. There is particular strength in the social development. This is because of the strong promotion of the school's ethos of support for one another being central to pupil's developing skills. This pertains in all activities whatever the age of pupils as both key stages are taught in mixed age group classes. There are a variety of groupings for many activities that successfully promote this development as a result of careful and thoughtful teacher planning of activities.
25. The provision for spiritual development is good. The school reflects its status as a Church of England school and the regular contacts with the church and use of its building for special occasions enhances the provision. In literacy lessons the pupils are taught to value literature from several cultures and are given good opportunities to reflect on emotions and feelings. In history, the teachers encourage the pupils to reflect on changes in society and how they have affected life in the village. The work in science and particularly that to do with conservation encourages a sense of excitement and an appreciation of the values of caring for plants and animals as part of creation.
26. The good provision for moral development underpins the life and work of the school. Parents are justifiably proud of the school's achievements in this aspect of its work and they contribute effectively to creating an environment which is harmonious and friendly. The staff work well together and provide good role models in the way they speak to and show respect for all. The pupils are taught the difference between right and wrong and made aware of their responsibilities as citizens. Discussions about environmental issues, injustice

and tolerance form part of the school's curriculum and help to extend the pupils' understanding of ethics. School rules are emphasised appropriately and the system of rewards and sanctions are applied fairly and consistently. However, there is no behaviour policy.

27. The school shows a good commitment to developing pupils' social skills. Within the context of a small village school the staff work hard to promote a sense of responsibility among the pupils. At lunchtime and in the playground the pupils are encouraged to co-operate and share. Lunchtimes provide a good opportunity for orderly conversation. The school is very much a part of the community and takes part in many village events and celebrations. In order to broaden the pupils' social skills the staff take the pupils on many visits to places of local and national interest. The staff encourage the pupils to take responsibility for jobs around the school and promote care and consideration well. For example, older pupils are asked to care for younger pupils. Pupils are involved in making decisions about their work and in using their initiative in lessons such as science by designing their own experiments and investigations.
28. The school makes good provision for the pupils' cultural development. There are good opportunities to celebrate the customs and traditions of the local area and the pupils are taught about the local history and geography of Litton. Music is used well to develop the pupils' appreciation of the work of famous composers and the variety of songs used includes those from local, national and other cultural backgrounds. The works of artists are discussed and teachers engender a sense of interest in great works of art and also the art and poetry of local people. The school promotes Christian understanding and tradition well and also introduces the pupils to festivals and celebrations from around the world. The good use of visits to places such as Sudbury Hall generates interest in Victorian achievement.

Support, guidance and pupils' welfare

29. The school's provision for support, guidance and pupils' welfare is satisfactory overall and contributes to the pupils' personal development. The provision is at the same level as at the time of the previous inspection and there remain some areas for development as identified in the previous report. Pupils are well cared for and treated with understanding and respect by all in adults in school. The procedures for monitoring pupil's academic and personal progress are unsatisfactory overall. In Key Stage 1 the procedures are satisfactory; tests and assessments provide detailed information which allows the class teacher to effectively track individual's progress. In Key Stage 2 this is not the case; little useful information is recorded and individual progress is not monitored effectively. There are no whole school systems in place to support this area. None the less pupils are well supported personally by the very good relationships that exist. Those with special educational needs are also well supported. Pupils are suitably prepared for life outside school with appropriate sex and drugs education although the depth of drugs education provided for older pupils is limited. Meetings and visits ensure that children under five make a happy start to their school life and a smooth transfer to the next stage of their education. In particular children starting school benefit from the allocation of an older friend to look after them in their first weeks at school and also from the close relationship maintained with the toddler group which meets in school.
30. There is particularly good support and guidance given to pupils with special educational needs as these are well considered in teachers' planning. The planning for pupils with special needs is good with well-focused individual education plans. However, they are not reviewed regularly enough. The welfare of pupils with special needs is very well considered by a caring community of staff, governors and parents who all see and understand the need to ensure this happens.

31. There are satisfactory procedures for monitoring and promoting good behaviour. There is no formal written policy. However there is a suitable system of rewards and sanctions which includes praise, certificates and the sharing of good work with others. There are satisfactory procedures for monitoring and promoting good attendance. Administrative procedures are generally efficient, registration procedures are appropriately followed but unauthorised absences are not always clearly identified. Information about attendance is published correctly and the school meets statutory requirements.
32. The arrangements for child protection are unsatisfactory; there is no policy or written guidance for teaching, non-teaching and ancillary staff. The level of current training and awareness for the designated person and all other adults in school is unsatisfactory. The arrangements for promoting the health, safety and well being of all in school are satisfactory. There is a suitable policy that is well supported by appropriate daily practice and suitable provision for accidents and emergencies.

Partnership with parents and the community

33. Parents are supportive of the school; they are especially pleased with the encouragement they receive to take part in the life of the school, the good standard of work achieved and the happiness of their children. Parents provide excellent support for their children's learning; they provide much help in school with lessons and activities. They make a significant contribution to attainment and progress particularly in reading. The contribution made by parents has been successfully developed and built upon since the previous inspection. Homework is well supported and parents make good use of reading record books. There is an active and successful Friends' Association that provides considerable extra funds, at present to support the improvements and alterations being made to the school. Events held include both fundraising and social events for parents and their families. Parents respond very well to invitations to come to school productions and services which are held in Church or the village hall.
34. The quality of information provided for parents is inconsistent and unsatisfactory overall. There is a school brochure, governor's annual report and informative letters. The school brochure and governors reports provide useful information but neither meets all statutory requirements. Parents have attended curriculum events in school, most recently about science and literacy. Parents of pupils in Key Stage 1 receive good information about coming work and topics but this is not consistently provided in Key Stage 2. Some parents have expressed a wish to have more information about what is taught. Reporting on pupils' progress is made at consultation events that provide parents with a good opportunity for discussion and with annual written reports. These provide good information about pupils' personal progress and offer some guidance for improvement. The written contents for the areas of the curriculum are inconsistent in quality, some provide good information whilst others are very brief.
35. As parents are seen as a vital arm of support for special needs pupils the partnership with them is a strong one. As many members of the governing body have well-developed community links there is also a strength in support received from the immediate community. In a small village setting every one knows everyone else and the school is seen as a focal point in the community and in consequence all are anxious to offer support to all connected to the school including the pupils with special needs. The wider communities of support agencies are also supportive to making a quick response to meeting pupils' needs. They include a wide and appropriate variety of personnel from the local authority support systems and include speech therapists and physiotherapists. All support personnel give

support as need arises.

36. The links with the community are very good and provide support for the curriculum and enrich the work of the school. There are good opportunities to visit the countryside, museums and country houses to support history, art, geography and science. Members of the community come to school to share their childhood experiences and other visitors have supported poetry. Pupils take part in village life and members of the community attend school events and fundraisers. There are good links with the Church which pupils visit for seasonal services and in turn members of the clergy are regular visitors to school.

The management and efficiency of the school

Leadership and management

37. The leadership and management of the school are satisfactory and contribute effectively to the quality of education provided. The headteacher, staff and governors provide clear educational direction for the school and show a commitment to raising standards. The school has made satisfactory headway in meeting some of the issues raised in the previous inspection report. Policies and schemes of work are in place and the improved opportunities for extended writing and more careful use of schemes have helped to raise standards in writing. Standards overall have improved and the curriculum is better than it was. However, insufficient progress has been made in monitoring and evaluating the school's performance, and there remain inconsistencies in planning and assessment. The school has satisfactory potential for further improvement.
38. A strength in the management of the school is the collaboration between the staff. This helps to ensure that all are valued for the contribution they make. Each adult in the school is appreciated for their work. The many parents and friends of the school who support pupils in classrooms speak highly of the way in which they feel a part of the school. Their contribution is managed effectively. Parents speak highly of their relationship with the staff and appreciate their approachability and the way in which issues and suggestions are dealt with. The school's aims, values and policies are implemented effectively, although there is insufficient time available for the headteacher to develop and monitor procedures. The provision for pupils with special educational needs is managed well. The school's register of pupils with special educational needs is kept up-to-date and parents and outside agencies are involved appropriately. The school meets its most of its statutory responsibilities, although there are no procedures for child protection.
39. Staff have worked together in developing policies for the subjects and improving schemes of work. The curriculum for children under five is managed very well. The teacher achieves a good balance between the National Curriculum and the areas of learning and this has a good impact on progress. New initiatives such as the National Literacy and Numeracy Strategies have been managed well. There is little time for monitoring the success of these as both teachers have full time teaching responsibilities. The governors have begun to monitor the school's work in literacy and numeracy and this is a useful starting point but they do not take a sufficiently rigorous part in monitoring the school's development plan. The development plan provides an outline of priorities but lacks a sharp focus on strategic planning. Objectives are not costed sufficiently and timescales are vague. There is insufficient rigour in monitoring the development plan.

Staffing, accommodation and learning resources

40. The school's staffing, accommodation and learning resources make a good contribution to the standards and progress of the pupils. Since the previous inspection the school has improved resources and staffing levels and the plans to enhance the accommodation are underway.
41. There are sufficient teaching staff with suitable qualifications and experience to teach the National Curriculum. They work together well and complement each other's expertise. The teacher working with children under five has very good skills and expertise, and ensures that the children make a good start to school. Staff training is matched to the requirements of the school and also includes literacy and numeracy. The provision of classroom assistance has been improved and makes a valuable contribution to work in literacy and with pupils with special educational needs. Staffing meets special educational needs pupils' needs through the level of support given. This can take the form of extra input given within a lesson or different activities being included in lesson planning according to the focus of

the lesson's activities. It is difficult, and will remain so when building refurbishment is completed, to give adequate accommodation for withdrawal. However when refurbishment is completed adequate space will be available to meet needs within classrooms. The outstanding level of voluntary support by parents and others has a significant impact on progress. Other staff including the administrative assistant help with the smooth running of the school. The midday supervisors know the pupils well and are supportive and caring. Support given to new staff and supply teachers is good.

42. The accommodation is being refurbished and will be good. At the moment it provides suitable and sufficient space for the teaching of the National Curriculum. The new building will enhance the provision for the teaching of physical education and provide additional teaching space and toilets. There is a good conservation area which adds much to the teaching of science. The playground is adequate although there are no separate facilities for children under five. During the inspection the classes were housed in temporary buildings which were adequate. The school is maintained well and cleaned efficiently. The school has a good library which is well stocked with a good range of books and enables the pupils to carry out research. It contributes much to the standards achieved in English.
43. The school has good resources for learning. In English, the school has used funds for literacy well to purchase a wide range of good quality books. The ample stock of fiction and non-fiction contributes well to literacy. In mathematics the school uses a good scheme of work and has good apparatus for practical work. In science the conservation area which includes a pond is an excellent resource and the extensive resources for observation and experiment enhance learning. The school has very good resources for information and communication technology (ICT). There is a wide variety of software to support all subjects. Recent grants for ICT have extended the school's resources well and the pupils have access to the Internet and their own website. The resources for outdoor play for children under five are adequate. Additional funds raised by the school and the parents make a significant contribution to the level of resources. The school makes good use of visits to support the teaching in several subjects such as science, geography and history.

The efficiency of the school

44. The school makes good use of its staff, accommodation and resources. Financial planning is satisfactory. There are suitable systems in place to monitor expenditure. The school has maintained the level of efficiency mentioned in the previous report. The school uses its funds effectively to support the curriculum. Day-to-day routines are well established. The part-time administrative support contributes effectively to the smooth running of the school. Although the headteacher has very little time for administration most procedures are secure.
45. There is a development plan which includes priorities linked to the needs of the school and national initiatives, but it lacks sufficient detail of costs, measures of success and responsibilities to be an effective tool for school improvement. The governors play a limited role in monitoring the school's progress in meeting its targets and do not take sufficient part in setting goals and in strategic development. The headteacher draws up the development plan and proposals are discussed and adapted appropriately. The plan covers a suitable period of time but more emphasis is needed on sharpening up the timescales for completion and clearly identifying both staff and governors' responsibilities. The school relies on guidance from the local authority for purchasing large items at the best value available. The governors carefully consider contracts for services. The school meets the requirements of the most recent auditors' report.
46. The school uses funds available efficiently. Staff costs are high. The governors have taken good steps to increase the Key Stage 1 teacher's time in the classroom and this has had a beneficial impact on standards. Some specialist teaching of music and English makes the

most of the teachers' expertise. The recent appointment of an education care officer has been effective in ensuring that additional support is available and particularly in literacy and the work with pupils with special educational needs. Spending on pupils with special educational needs is appropriate. Resources for pupils with special educational needs are effectively and efficiently made available and used well. Good use is made of funds for special needs. The governing body has a link governor for special needs who takes responsibilities seriously and is well involved in the process of needs being met through making regular visits to the school to see on the ground what needs are and how they are being met on a practical basis. The parents raise substantial funds to support the work of the school and this has a significant impact on the quality and quantity of resources available. Funds for literacy have been used well to extend the number of books and the school has also made good use of funds for developing information and communication technology. The school has an unusually high underspend at the moment, and most of this money is linked to the major refurbishment project and has been raised by the parents. Other surplus funds have been used to provide additional support staff.

47. The school makes good use of its resources. The library is used very well and the pupils develop good skills in using reference books. The school makes good use of computers in many aspects of its work. Other resources such as the conservation area add much to the quality of education provided. The accommodation at the time of the inspection was being refurbished and the school coped well in temporary buildings. The accommodation is used well and despite the lack of a suitable hall this does not deter the teaching of physical education. Time is used well. Lessons start and finish punctually. Most lessons have good pace and the pupils work at a good rate.

48. Taking into account;

- the high costs of educating the pupils;
- the above average attainment on admission to the school;
- above average standards;
- satisfactory progress;
- the good curriculum;

The school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

1. Children under five are taught in a class with pupils from Key Stage 1. They follow an appropriate curriculum and make rapid gains in their learning quickly adapting to the National Curriculum programmes of study. The children start school with levels of knowledge, understanding and skill which are above those expected for four-year-olds. The very effective teaching ensures that progress is very good in language and literacy, mathematics and knowledge and understanding of the world. By the age of five the children attain levels beyond the Desirable Learning Outcomes in language and literacy, mathematics and knowledge and understanding of the world. Their creative and physical development is about average for their age. They make very good gains in their personal and social development and show good skills of learning and an ability to work well with their peers.
2. Progress in personal and social development is very good. By the age of five the children are prepared very well for the National Curriculum. The teacher focuses very effectively on developing the children's confidence and skills of working together. She provides good opportunities for the children to choose activities and balances this well with specific guidance and the setting of tasks which get the best from the children. The children are happy, well-adjusted and good learners. They have levels of social skills and confidence not often found in such young children. They show thoughtfulness and consideration for others and respect and politeness to adults. Their behaviour is very good; they take turns willingly for example when working at the computer, play games fairly and enjoy their own and others' success.
3. In language and literacy the children make very good progress. By the age of five they are working at levels above those expected for their age. The teaching is very good and the emphasis given to learning new words, home reading and building words from letter sounds helps the children to make rapid gains in learning and confidence in reading aloud. The children recognise and read their own names and they identify and talk about the characters in their reading books. They accurately recount stories they have heard and use picture clues well to identify meaning. They write well forming letters correctly, making short phrases and sentences and using descriptive vocabulary. The children speak clearly and confidently even in front of adults. They listen attentively and thoughtfully. For example, in story times they respond to key words joining in enthusiastically.
4. Progress in mathematics is rapid and the children make significant gains in their understanding of number. The teaching of this area of learning is very good and has a positive impact on standards so that by the age of five the children attain levels which are above the Desirable Learning Outcomes. The children count to 20, sort match and sequence numbers correctly. They recognise and name several shapes and describe their properties using mathematical vocabulary such as corner and side well. They understand the concept of more and less than and add simple sums in their heads. The teacher makes good use of resources so that the children have plenty of first and experience in making sets, devising patterns and sequencing numbers.
5. The teaching of knowledge and understanding of the world is very good and this impacts well on the children's understanding of areas such as science, technology, history, geography and information and communication technology. By the age of five the children exceed expectations for their age and attain the Desirable Learning Outcomes with ease. In science, the children are given good opportunities to investigate problems and to observe and record carefully. The teacher's very good skills in questioning the children gets them thinking beyond the obvious answer for example about why some things float. The children

use computers with competence and enjoy controlling programmable toys making accurate estimates of how far they will travel. In history the children organise objects on a timeline and show a good understanding of how toys have changed since Victorian times. The children describe their journey to school and know about the main features of the area in which they live.

6. Progress in creative development is satisfactory and by the time they are five the children attain the Desirable Learning Outcomes. The teaching is good and appropriate emphasis is given to providing activities which are matched to the children's needs. They mix paint and produce recognisable portraits of themselves; they enjoy exploring a variety of materials and the teacher links this well with work in science. The children improve their language skills through the opportunities provided for role-play. They join in dance lessons with enthusiasm and make good gains in using creative and imaginative vocabulary in their stories and writing.
7. Progress in physical development is satisfactory and by the time they are five the children attain the Desirable Learning Outcomes. Despite the lack of a suitable outdoor play area for the children, the teacher makes the best use of the space available. The support staff teaching games well and this helps the children to improve their co-ordination and balance. The school has an adequate range of outdoor play equipment. No lessons were seen during the inspection due to the adverse weather conditions and the refurbishment of the building.

Core Subjects

English

8. In 1999, the results of National Curriculum tests at the end of Key Stage 2 show that standards in English are above average. Comparisons with similar schools are not valid due to the small cohort. An average percentage of pupils attain the higher level 5. Results at the end of Key Stage 1 are very high in both reading and writing and are among the top five per cent of schools, although comparisons with schools with similar intakes are not reliable due to the small cohort. Almost three-quarters of pupils attain the higher level 3 in reading. This represents good success for the school. Over a period of several years the standards at the end of Key Stage 1 have been consistently above average. Comparisons between boys and girls are unreliable due to the very small percentage of girls in each cohort. Over a period of time attainment has been at a higher level by the end of Key stage 1 than by the end of Key Stage 2. This is partly due to the change in the level of attainment on admission to the school. More pupils come from the surrounding area than at the time of the previous inspection and this has contributed to higher standards. As these pupils have moved up the school standards have risen. In addition the school's successful literacy strategy and good library have had a significant impact. Standards have improved since the previous inspection.
9. Inspection evidence shows that by the end of both key stages standards in English are above average. Variation in inspection judgements and the National Curriculum tests at the end of Key Stage 1 are due to very different cohorts. The current group of Year 2 pupils has a higher proportion of pupils with special educational needs. Pupils' skills in speaking and listening are above average by the end of both key stages. By the end of Key Stage 1, pupils speak confidently in front of an audience; they hold meaningful conversations with adults and their peers. They listen very well and this helps them to understand instructions and to follow them correctly. By the end of Key Stage 2, the pupils show good competence in speaking about their school to visitors. They engage in lively conversation and in discussion sessions debate issues. Their skills of public speaking are well developed. The pupils listen carefully and effectively.

10. By the end of Key Stage 1 standards in reading are high and above average by the end of Key Stage 2. The school places much emphasis on the teaching of reading and involves parents extensively in this. The consistent approach to developing pupils' understanding of the sound that letters make pays dividends in the way they are able to build words and establish meaning. By the end of Key Stage 1, the pupils have good skills such as building words from letter sounds, recognising words from the context of stories and using reference books. They read fluently and accurately from a wide range of texts. By the end of Key Stage 2, the pupils read with ease and competence and are keen to extract information from a variety of sources. This is particularly evident in their work in history and geography. In science the pupils use their literacy skills well. They write interesting and accurate descriptions which include imaginative but precise vocabulary to enhance their work.
11. The school has responded well to the key issue in the previous report regarding extended writing. The effective use of the national Literacy Strategy and the additional time given to teaching writing has resulted in improved standards in both key stages. However, presentation skills and handwriting are not given sufficient emphasis in Key Stage 2 and this results in lack of pride in the pupils' work. Standards in writing are above average by the end of Key Stage 1 and average by the end of Key Stage 2. By the end of Key Stage 1, pupils write using mainly correct spelling and punctuation. They have a good understanding of sentence structure and make imaginative use of words to embellish their stories. Handwriting is neat and well formed and some higher attainers begin to use joined writing. By the end of Key Stage 2, pupils write for a range of purposes and audiences. They produce interesting poems following a visit to the school by a poet. However, their handwriting is unsatisfactory and few pupils transfer skills learned in handwriting lessons to other subjects. Pupils have a good vocabulary and use it effectively. Spelling of common and polysyllabic words is often correct; the pupils make good use of dictionaries and the computer to check their spelling. Sentence structure is good and higher attainers use paragraphs to organise their writing.
12. Progress in English is good in both key stages, although in handwriting progress in Key Stage 2 is unsatisfactory. Progress for pupils with special educational needs is good in both key stages. These pupils benefit from good support and individual education plans which have clear targets. Much emphasis is given to improving reading by following a helpful scheme and the involvement of parents. Skills are taught consistently and there is a good balance between building words and learning vocabulary. This is particularly effective in other subjects where teachers emphasise the correct language of the subject and technical terms. Progress in writing is mostly good and the use of specialist teaching in Key Stage 2 for extended and creative work has a good effect on the rate of progress. Spelling is taught consistently and the use of reference books to check for correctness encourages the pupils to work independently. There are many good opportunities for the pupils to improve their skills in speaking and listening. In Key Stage 1, lessons include times for the pupils to explain their work to their peers. In Key Stage 2, there are many opportunities to speak in public.
13. The pupils enjoy English and show high levels of concentration throughout both key stages. They are well involved when there is relevance in the focus of lessons and work with good measures of self- confidence. They work purposefully, keeping to the task and listen carefully to suggestions made by adults and one another. In Key Stage 1, they show delight when listening to stories and are able to use some of the ideas they have heard in their own writing. Behaviour is very good and the pupils collaborate effectively in groups. They are keen to read to adults and show maturity in the way they take home books and practise their skills. In Key Stage 2, they work at a good rate producing interesting descriptions and show pleasure in the use of imaginative vocabulary.

14. The overall quality of teaching is good and in Key Stage 1 it is very good. Teachers have a thorough knowledge of the National Literacy Strategy and combine suggestions for that project with a useful scheme of work to plan lessons which stimulate thinking. Expectations of the use of vocabulary are high although in Key Stage 2 the teacher does not insist on good handwriting. Introductions to lessons focus on extending pupils' skills and understanding of the use of English. In the main part of the lesson tasks are set which match the needs of the differing ages and abilities of the pupils. For example, work for pupils with special educational needs includes support for spelling and punctuation. In both key stages lessons end with a useful discussion in which pupils share their work. The teachers mark work accurately and pay attention to spelling and grammar although few books include guidance on how the pupils might improve or have targets for development. The teachers maintain good discipline and use rewards for good work to motivate the pupils. The school has good resources for English supplemented by a well-stocked library. The teaching of library skills is very good and the pupils make significant gains in using reference and research skills. Homework is only used to a limited extent and is satisfactory overall. The good use of home reading has a beneficial impact on standards in reading.
15. The subject is co-ordinated satisfactorily. However, insufficient time is given to monitoring teaching and learning. Assessment is satisfactory but insufficient records of progress are kept in Key Stage 2. The school has used funds available for developing literacy well and has a good range of books. The school complies with statutory requirements for testing pupils at the end of each key stage. However, in some areas of work, notably handwriting, insufficient attention is given to building on the pupils' previous learning.

Mathematics

16. In 1999, the results of National Curriculum tests at the end of Key Stage 2 show that standards in mathematics are above average. Comparisons with similar schools are not valid due to the small cohort. An above average percentage of pupils attained the higher level 5. Results at the end of Key Stage 1 are very high with all pupils achieving the higher level 3. The results represent good success for the school and are among the top five per cent of schools, although comparisons with schools with similar intakes are not reliable due to the small cohort. Inspection evidence shows that by the end of Key Stage 2 standards are average and by the end of Key Stage 1 they are above average. Variations between National Curriculum test results and inspection findings are due to the very small cohorts and the proportion of pupils with special educational needs in both Years 2 and 6.
17. By the end of Key Stage 1, pupils have a secure grasp of number and add and subtract competently. Higher attainers are confident in simple multiplication and division. The pupils know number bonds to 20 and use mental arithmetic skills well. They respond quickly and accurately to mental arithmetic questions. The pupils have a good understanding of shape, space and measures. They recognise, name and explain the properties of shapes using correct mathematical terms. Skills in data handling are average. The pupils read information from graphs competently and are familiar with a variety of charts.
18. By the end of Key Stage 2, pupils have a secure knowledge of the four rules of number and higher attainers cope well with sums to two decimal places. The pupils know many number and multiplication facts but are slow to respond to mental arithmetic questions although they usually get the answer correct. The pupils have a good understanding of shape. They are familiar with rotational symmetry and can orientate shapes on a grid. They know about angles and measure perimeters accurately. The pupils present data in a variety of forms and use the computer to produce graphs.
19. Progress for all pupils, including those with special educational needs, is satisfactory overall. In Key Stage 1 the pupils make good progress as much of their work is practically based and this enables them to develop a good understanding of pattern, shape and the

sequence of numbers. Pupils make good gains in their understanding and use of mathematical vocabulary throughout the school. They also apply their numeracy skills well in other subjects. For example, in information and communication technology they estimate accurately the distance a programmable toy will travel. In Key Stage 2 the pupils make satisfactory progress. They make appropriate gains in using their number skills to solve problems although they are unsure of some inverse operations.

20. Most pupils enjoy mathematics and have good attitudes to work. They work independently and produce a good quantity of work in the course of a lesson. However, in Key Stage 2. The pupils take little pride in presenting their work neatly. Behaviour in lessons is good. The pupils listen to instructions carefully and take good care of books and apparatus. They respond well to the introductions to lessons and work hard and with good organisational skills in setting out solutions to problems.
21. Teaching has improved since the previous inspection with the introduction of a new scheme of work and the National Numeracy Project. The teaching is very good in Key Stage 1 and satisfactory in Key Stage 2. Teachers have secure subject knowledge and use the ideas in the National Numeracy Strategy effectively particularly in introducing lessons. These sections of the lessons have good pace and the rate of learning is at its best. Planning is good in Key Stage 1 and takes account of the differing needs of the pupils. In Key Stage 2 the planning is satisfactory. In both key stages, pupils are usually grouped according to attainment and by age the teachers and support staff move between groups offering well focused advice and additional explanation. At the end of lessons there are suitable opportunities to review what has been learned. The teachers mark the pupils' work accurately although there is insufficient emphasis given to good presentation in Key Stage 2 and this leads to some confusion about place value. The teaching of pupils with special educational needs is effective. Support staff often work with these pupils and provide good support. In Key Stage 1, the teacher makes good use of apparatus to help the pupils to grasp concepts. Insufficient use is made of homework to extend the pupils' knowledge of multiplication facts.
22. The subject is co-ordinated satisfactorily and the National Numeracy Strategy has been implemented effectively. In Key Stage 1, there are useful records of progress and attainment. Little monitoring of teaching and learning has been done and there are insufficient records of progress kept in Key Stage 2. Statutory assessments are completed at the end of each key stage but the use of assessment to inform planning in Key Stage 2 is weak. There are good resources for mathematics.

Science

23. In 1999, the results of the National Curriculum tests at the end of Key Stage 2 show that standards in science are well above average. Comparisons with similar schools are not valid due to the small cohort. An above average percentage of pupils attain the higher level 5. Teacher assessments at the end of Key Stage 1 show that this level of attainment could be expected at the end of Key Stage 2 as attainment at the end of Key Stage 1 according to these assessments is above average. This maintains the pattern of attainment at both key stages over a period of time. Comparisons between boys and girls are unreliable due to the very small percentage of girls in each cohort. More pupils come from a wider surrounding area than at the time of the last inspection and this change in intake accounts for some of the change in standards since the last inspection.
24. Inspection evidence shows that by the end of both key stages standards in science are above average. Variation in inspection judgements and the National Curriculum tests at the end of Key Stage 2 are due to very different cohorts.
25. At the end of Key Stage 1, pupils begin to make use of the school's conservation area as

they explore and investigate the habitats of mini beasts. The theme of investigations continues throughout their work in science as they make good, first hand discoveries in science. They cover an appropriate range of scientific experiences as they consider properties when exploring floating and sinking and when considering materials. They make reasonable predictions when comparing magnetic and non-magnetic objects. They make good use of charts when presenting data. This is just one form of recording that pupils use confidently as they begin to record to their own formats in accurate scientific language.

26. At the end of Key Stage 2 the pupils have a good understanding of investigations. The continued use of the conservation area with specifically targeted work utilising the bird hide, the trees that have been planted and the areas where mini beasts are to be found extends pupils' knowledge and understanding of life and living processes effectively. This development of the school grounds makes studies interesting and meaningful for pupils. Consequently pupils see work in all areas of science as exciting. They are able to classify and consider variations in humans and begin to examine difficult areas such as DNA with confidence. They use equipment skilfully to observe with precision and are able to measure outcomes accurately. They develop further the accuracy of their science vocabulary and use it to record their findings from their practical work both verbally and in writing. They use their literacy and numeracy skills well.
27. Pupils make good progress in both key stages. Where progress is best at Key Stage 1 they use appropriate scientific vocabulary as they confidently describe the effect of the amounts of air on floating objects and can also describe differences when objects sink. In Key Stage 2, pupils share their observations with one another in team groups. They are able to justify their conclusions because they have classified similarities and differences competently. For example, when they look at photographs that they have brought into school of members of their families that supports them meaningfully in their study of humans as organisms. Pupils with special educational needs make good progress, as they are fully involved in group and whole class work. They often receive valuable support from the education care officer and voluntary helpers as well as their teachers. Although there are fewer girls in the school there is no variation in the progress made by boys and girls in science.
28. Pupils have good attitudes to science in both key stages. Where interest is high attitudes are sometimes very good. Where attitudes are best pupils listen attentively to both adults and one another. They share information with one another readily in small and whole groups. They show high levels of concentration in carrying out practical tasks and quickly settle to recording competently because of the high levels of interest shown. Behaviour in lessons is very good. The pupils share equipment and take pride in and care of resources.
29. The quality of teaching is good in both key stages as it was at the last inspection. Work is planned appropriately bearing National Curriculum programmes of study in mind. Secure subject knowledge of teachers supports them in devising well-structured lessons. Positive, well distributed questioning of pupils has a good impact upon pupils being able to make accurate decisions when carrying out investigations. Effective resourcing of activities also has a positive impact upon pupils' learning. Support staff and voluntary helpers are not only well deployed but are also well briefed upon the way that they can give best possible support. Homework is rarely used to support the pupils' science work.
30. Resources for science, including the conservation area which includes a pond, are good. They ably support both teachers and pupils in following a scheme of work based upon National Curriculum requirements and the more recent national guidelines. Science is enthusiastically received by the pupils as a result of the meaningful nature of activities arising from the scheme. There is little monitoring of learning and teaching. Records of

pupils' progress are kept up-to-date in Key Stage 1 but are not used sufficiently in Key Stage 2.

Information and communication technology (ICT)

31. Standards in ICT are above the national expectations by the end of both key stages. Progress is good. Pupils with special educational needs make good progress. Since the previous inspection, there has been good improvement in the standards, progress and teaching of the subject. Significant factors influencing attainment include the very good resources available, consistent teaching of skills, opportunities to use computers in other subjects and the high percentage of pupils who have computers at home.
32. By the end of Key Stage 1, pupils have average skills of word processing. Skills in accessing information, using CD-ROM to play games and extract information are good. With help the pupils send and receive electronic mail. They load, save and print their work. They input instructions to a programmable toy and this work helps them to gain in confidence in number work as they estimate distance travelled. The pupils sequence instructions carefully and correctly and understand the use of technology in many applications. They have average skills in handling data.
33. By the end of Key Stage 2, pupils write and amend text using a variety of tools. They add interest to their presentation on the school's web page by importing pictures and combining them with text. They are competent in accessing a variety of websites and have good skills in extracting information for topics. In mathematics they practise multiplication tables daily and record their scores although data handling skills are average overall. In word processing the pupils change fonts, colour and size of text. They use software for art well and produce pictures using a variety of the computer's tools.
34. In both key stages, the pupils make good progress in word processing developing from simple inputting text in Year 1 to editing, formatting and using a variety of tools to enhance their work in Year 6. Pupils make good gains in importing pictures to add detail and interest to their work. In mathematics, in Key Stage 1, they improve their knowledge of measurement and distance by programming a robot. In both key stages the pupils make satisfactory progress in data handling. Progress is good in communicating information and in using the computer to research information. The pupils make good gains in their knowledge and use of technical vocabulary.
35. In both key stages pupils are enthusiastic about ICT and they have good attitudes to learning. They work together effectively on projects such as the school's web site and take turns when inputting information. Pupils are highly motivated and competently and confidently use computers in many aspects of their work in other subjects. They look after the equipment well. Behaviour in lessons is very good. The pupils stay on task and are keen to help one another.
36. The quality of teaching in both key stages is good. The teachers have secure subject knowledge and use their understanding of the programmes of study to plan work which is both interesting and challenging. Pupils of different ages are given appropriate work and the work is matched to their level of skill and knowledge. An area for improvement in the teaching is the keeping of records of pupils' skills to ensure that skills are developed consistently through the school. In Key Stage 1 the teaching of control technology is good and the tasks set included good use of numeracy and literacy. The teacher makes very good use of support staff and voluntary helpers. In Key Stage 2, the teacher gives daily practice in using computers and this consistency has contributed effectively to raise levels of pupils' competence. The teachers have high expectations of the pupils and this spurs them on to produce work of good quality. Lessons are planned well and skills are practised in other subjects.

Other courses

Art

37. Progress is good for all pupils, including those with special educational needs, in both key stages. This is an improved picture since the last inspection when progress was mostly satisfactory. As a result of good progress pupils achieve standards above those expected for their age.
38. At Key Stage 1 pupils have a range of experiences in art. They concentrate upon developing skills and techniques through the good sequence of activities planned by their teacher. They develop understanding of colour mixing using block and liquid paints with care. Most pupils are able to deepen or lighten the tone of the paints that they are using competently. They then produce competent paintings that are used to create images for Christmas cards that are very pleasing. They also begin to develop their observational skills as they use pencils to adequately reproduce their imaginary ideas of everyday things around the school and around the local area.
39. At Key Stage 2 pupils build upon these skills as they develop techniques of shading through using colour imaginatively as they make two and three dimensional Christmas cards. They make and fold accurately and cut card carefully in order to make the dimensions in their cards. They make very accurate observational drawings of mini beasts found in the school's conservation area, confirming their ability to see things as they are. They consider the work of famous artists to support their developing understanding of how they can improve their own skills and techniques.
40. At both key stages pupils' attitudes to art are good and are very good at the end of Key Stage 2. This indicates clearly a growing enjoyment in expressing their ideas and developing new techniques that are built upon previous experience. The pupils share resources well and work with sustained levels of concentration. They are able to experiment with colour using different media such as paint and coloured pencils in order to refine their skills. As they move through school they develop the facility to evaluate the quality of their work and make improvements to it as they progress their work.
41. The quality of teaching is good. Teachers plan activities thoroughly. They share examples of work with pupils enthusiastically, which shows pupils the importance of art. Teachers give careful instructions but make it clear that pupils' creative responses are valued. Support is deployed very effectively so that pupils have good adult points of reference for discussion about their work. This also ensures well-organised provision of resources in the very difficult learning environments of the temporary classrooms. The good level of support also helps to make it possible to maintain a good pace to learning. Resources for art are good. The subject is well co-ordinated with appropriate guidance given for pupils' knowledge and understanding of the skills and techniques of art being well developed.

Design and technology

42. No lessons in design and technology were seen during the inspection. Judgements have been made through discussion with staff and pupils, scrutiny of pupils' work and teachers' planning. Pupils, including those with special educational needs, make satisfactory progress.
43. The teachers develop the pupils' skills consistently and give opportunities to work with a variety of materials and tools. Good use is made of the expertise of parents. For example, in Key Stage 1, the pupils make rich fruit Christmas cakes, following a recipe. They add suitable decorations to their cakes and show an awareness of designing food which is

attractive to look at and eat. When making models from construction toys the pupils follow instructions carefully and also use their imagination well. They thoroughly enjoy these practical activities and are keen to talk about what they have done.

44. In Key Stage 2 the pupils use labels with their diagrams when designing models. They have a suitable understanding of the need for accurate measurement when making models. They handle tools and equipment with care. At Christmas the whole school design Christmas cards for sale and these are popular with parents. In Key Stage 2 the pupils develop suitable skills in making cards using different techniques and fastenings. They have average skills in folding, shaping and cutting.
45. The school has suitable resources for the subject and tools and equipment are in good condition. The scheme of work follows national guidelines and in recent years the subject has been linked with work in art.

Geography and History

46. In both key stages, the pupils, including those with special educational needs, make good progress. The teaching is good and the lessons provide opportunities for the pupils to use first hand experiences and also to research books and use information and communication technology to good effect. The curriculum is interesting and the teachers make effective use of a wide range of visits to places of local and national interest. The study of Litton village is a fine example of combining the skills needed for history and geography. For example, the pupils in Key Stage 2 have contrasted the facilities in the village in 1857 with those available today. They have a good understanding of change over time and how economic circumstances influence the development of a community.
47. In geography in Key Stage 2, the pupils study maps and documents to trace the location of farms in outlying areas and the development of new housing close to the village centre. The teacher helps them to consider the location of the village in respect to other villages and towns within the vicinity. The pupils give good explanations of why communities are formed. They have a secure understanding of rural life and the good links made with environmental studies in science help them to appreciate concern for the world. In Key Stage 1, the teacher uses the pupils' knowledge of the area to extend their understanding of plans and routes to school. Through their work on "Sarah Bear" they plot journeys around the world and develop a good understanding of life in several countries and how it differs from their own.
48. Pupils in Key Stage 1 benefit from visits to places such as Sudbury Hall to find out how Victorians lived and to compare toys in the past with their own games and toys. They are adept at organising events and objects correctly on a timeline and the teacher emphasises time spans and asks questions which require the pupils to calculate the differences in periods of time. The teacher makes good links with a topic on materials to broaden the pupils' understanding of why today's toys are different from the past. The pupils show real interest and excitement in their learning responding enthusiastically to the teachers' use of artefacts and meaningful tasks. Planning is satisfactory and the teachers make useful links between the subjects. The writing in history shows flair and imagination and the pupils use interesting descriptions to enhance their work. Literacy skills are used well to research information and to write extended passages. In geography, the pupils' good knowledge of technical terms is enhanced by the teachers' insistence on accuracy in reporting. The school has a good range of resources and books. Teachers make effective use of the school as an historical building.

Music

49. Pupils, including those with special educational needs, make very good progress in music, which maintains the level of achievement found at the time of the last inspection. They benefit from the specialist teaching in the subject which includes some instrumental tuition provided by visiting teachers. The quality and standards achieved in music are strengths of the school's curriculum.
50. Pupils in Key Stage 1 make very good progress in performing. They enjoy their singing and are able to pitch their voices very successfully as they sing responses to registration having had their names sung to them by their teacher. This individual progress is then brought together in songs where they are able to confirm their joint knowledge of the duration of pitch with accuracy. They become "guest conductors" as they take over from the teacher with high levels of confidence as they take the lead in singing. They use a good range of tuned and untuned instruments as well as the computer to devise their own compositions confirming their understanding of rhythm. As a result they are able to join Key Stage 2 pupils with confidence and skill in assemblies and special public celebration times such as Harvest and Christmas.
51. This very good progress is maintained at Key Stage 2 where pupils begin to refine their skills in singing and playing a wider range of instruments. They benefit from the instrumental tuition received in developing their skills. They compose and appraise their performance with high levels of skill. They share their skills readily in public performances and with younger pupils, particularly when they join together in assembly times to sing with joy and enthusiasm.
52. Pupils, in both key stages, are really interested in achieving well as they listen very carefully to adults and one another in their music making. They have high measures of self-confidence in their performing as well as showing enjoyment in their learning. They demonstrate very good relationships as they work collaboratively in small and large groups very effectively.
53. The quality of teaching is very good. Teacher expertise is used to good effect. Lessons are very well structured and resourced with a good variety of instruments for pupils to play, taped music and instrument played by the teacher. A wide range of presentation of activities makes them interesting and enjoyable for pupils. Oral comments made are very supportive and make the high expectations of achievements clear to pupils. Resources are good with a comprehensive range of instruments supporting music making. There is a good programme of work arrived at from the scheme of work, which also supports high levels of achievement in music.

Physical education

54. Although no lessons in physical education were seen, the school provides varied and interesting opportunities for the pupils in both key stages to take part in all aspects of the subject. Judgements have been made through discussion with pupils, scrutiny of planning and discussions with staff. Progress for all pupils, including those with special educational needs, is satisfactory. Progress throughout Key Stage 2 in swimming is good. By the end of Key Stage 2, almost all pupils swim at least 25 metres and have a good understanding of water safety.
55. In Key Stage 1, there is a particular emphasis on dance. Pupils in both key stages make good progress in learning traditional English dances such as around the Maypole. In both key stages the pupils have opportunities to play competitive games such as hockey and cricket. Boys and girls are also given opportunities to learn about tactics through soccer and basketball. In gymnastics, despite limited space the teachers emphasise the learning of skills. They are well aware of health and safety issues and use the limited equipment and

space well to reinforce basic skills in balance, turn and rolling.

56. Until recently the large apparatus for physical education has been in the Key Stage 1 classroom and this has meant some disruption to the timetable. However, the addition of new building will enhance opportunities for the pupils' physical development. Pupils in Key Stage 2 are aware of the positive benefits of exercise and know that vigorous activity stimulates the heart and affects breathing.

PART C: INSPECTION DATA

Summary of inspection evidence

- A team of three inspectors carried out the inspection over three days. A total of six inspector days were spent in school.
- During the period of the inspection, 16 lessons or part lessons were observed. In addition, inspectors examined pupils' work and held discussions with staff and pupils about the subjects. The total time spent on these activities was just over 27 hours.
- Inspectors attended school assemblies and registration periods in all year groups.
- Samples of pupils' work were examined for each class for the current and previous academic year.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school registers were inspected.
- In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- Discussions were held with members of staff, governors, pupils, parents and administrative assistant.
- A parents' meeting held prior to the inspection was attended by 18 parents, at which they expressed their views about the work of the school.
- The responses to the 41 questionnaires completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

Data and indicators

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	36	0	5	2

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	2
Number of pupils per qualified teacher	18

Education support staff (YR - Y6)

Total number of education support staff	1
Total aggregate hours worked each week	12.5

Average class size:	18
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Financial data

Financial year:	1998/1999
	£
Total Income	81,614
Total Expenditure	75,100
Expenditure per pupil	2,029.73
Balance brought forward from previous year	8,514
Balance carried forward to next year	23,554

PARENTAL SURVEY

Number of questionnaires sent out:

46

Number of questionnaires returned:

41

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	71	29	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	68	32	0	0	0
The school handles complaints from parents well	42	50	7	0	0
The school gives me a clear understanding of what is taught	32	57	5	5	0
The school keeps me well informed about my child(ren)'s progress	37	54	10	0	0
The school enables my child(ren) to achieve a good standard of work	50	47	2	0	0
The school encourages children to get involved in more than just their daily lessons	32	37	30	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	59	10	3	0
The school's values and attitudes have a positive effect on my child(ren)	59	29	12	0	0
The school achieves high standards of good behaviour	62	28	5	3	3
My child(ren) like(s) school	76	22	2	0	0

Other issues raised by parents

- Despite the limited accommodation the school provides good physical education.
- The provision made for pupils with special educational needs
- Parents would like more written information about the Key Stage 2 curriculum.
- The school is well thought of in the community.